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ABSTRACT

This publication is part of a series of self-instructional teacher training manuals designed to assist vocational-technical educators or industrial trainers to develop and implement competency-based vocational education (CBVE) programs in a school or industrial setting. The manual consists of the following sections: cover page that contains the task title, purpose, and information block; a statement of performance objectives, micro-performance objectives, learning activities, information sheets, activity sheets (self-checks), a written examination, a product/performance checklist, and references. This manual, which focuses on identifying teaching/learning strategies and management techniques to implement CBVE, covers the following topics: (1) identifying the role of the instructor as the manager of the learning environment; (2) exploring teaching/learning strategies; and (3) identifying management techniques to implement CBVE. (KC)

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COMPETENCY—BASED INDIVIDUALIZED VOCATIONAL EDUCATIONAL CONSORTIUM

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A LEARNING GUIDE

Task Identify Teaching/Learning Strategies and Management Techniques to Implement CBVE

Purpose It is important for each instructor to be aware of various teaching/learning strategies and management techniques used to implement CBVE. It is your role as the manager of a learning environment to devise a plan to allow each individual to develop his/her full learning potential. This manual will explore some of these strategies and techniques.

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SELF-INSTRUCTIONAL COMPETENCY-BASED PROFESSIONAL TEACHER TRAINING MANUAL

Program	Task	Est. Time	Prereq.
PTT	007	3 Hours	

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Identify Teaching/Learning Strategies and Management Techniques to Implement CBVE

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DEPT.	PROG	TASK	TPO	MPO
	PTT	007	007	

INTRODUCTION

This publication is part of a series of self-instructional teacher training manuals designed to assist vocational-technical educators or industrial trainers to develop and implement competency-based vocational education (CBVE) programs. Each manual addresses a different aspect of CBVE. The entire set is designed to enable instructors, administrators, or industrial trainers to develop the necessary skills needed to successfully develop and implement CBVE programs in a school or industrial setting.

Each manual contains the following sections: Cover page which contains the task title, purpose, and information block; inside pages of performance objective, micro-performance objectives, learning activities, information sheets, activity sheets (self-checks), a written exam, and a product/performance checklist.

Manuals have been developed for the following tasks:

1. Identify the Characteristics of a Competency-Based Vocational Education (CBVE) Program
2. Identify and Sequence Job Tasks
3. Write Measurable Performance Objectives
4. Construct Performance and Written Evaluation Instruments
5. Write Student Learning Guides or Competency Sheets
6. Adapt or Revise a Student Learning Guide or Competency Sheet
7. Identify Teaching/Learning Strategies and Management Techniques to Implement CBVE
8. Develop a Learning Resource Center
9. Orient Students to CBVE
10. Write a Student Performance Contract
11. Select and Design Print and Non-Print Resource Materials
12. Monitor Student Progress and Maintain Student Records

13. Assign Grades

14. Identify Administrative Support Necessary to Implement CBVE

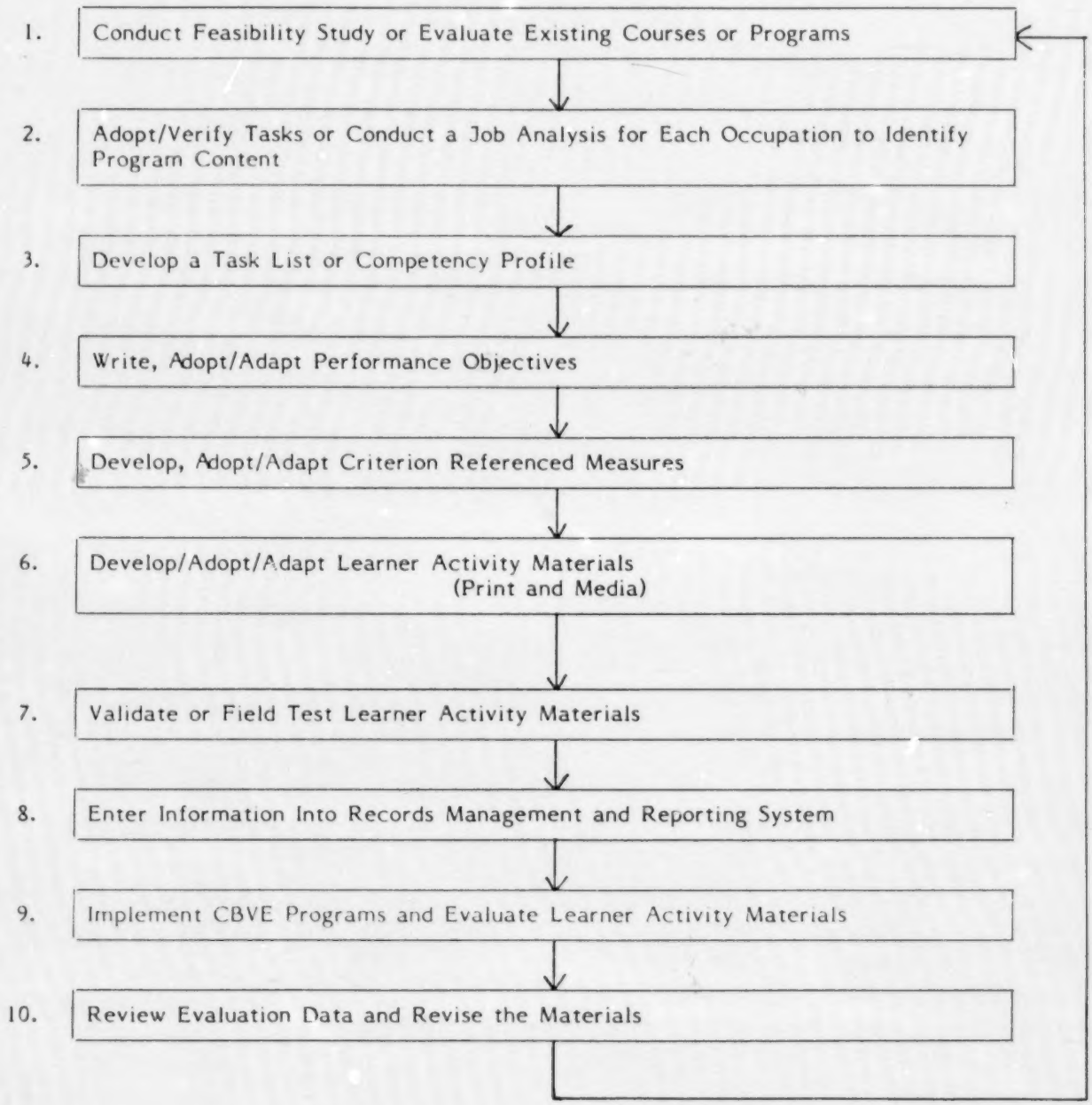
15. Prepare a Staff Development Program

Using the following CBVE systems development model, instructors, trainers, or administrators can develop and implement CBVE programs.

The following institutions deserve credit for the use of some of their materials in the development of these manuals:

- District 916 Area Vocational-Technical Institute, 3300 Century Avenue North, White Bear Lake, MN 55110
- Stephenson Area Career Center, Pearl City Road, Freeport, IL 61032
- Maryland State Department of Education, Division of Vocational Technical Education
- University of South Florida, Division of Vocational Education, Tampa, Florida

CBVE Curriculum Development Model


1. Conduct Feasibility Study or Evaluate Existing Courses or Programs
2. Adopt/Verify Tasks or Conduct a Job Analysis for Each Occupation to Identify Program Content
3. Develop a Task List or Competency Profile
4. Write, Adopt/Adapt Performance Objectives
5. Develop, Adopt/Adapt Criterion Referenced Measures
6. Develop/Adopt/Adapt Learner Activity Materials (Print and Media)
7. Validate or Field Test Learner Activity Materials
8. Enter Information Into Records Management and Reporting System
9. Implement CBVE Programs and Evaluate Learner Activity Materials
10. Review Evaluation Data and Revise the Materials

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OBJECTIVES OF THIS MANUAL

1. TERMINAL PERFORMANCE OBJECTIVE

GIVEN: A written exam

YOU WILL: identify teaching/learning strategies and management techniques to implement CBVE

HOW WELL: You must score 90% on the exam to master this task.

2. MICRO-PERFORMANCE OBJECTIVE(S)

1. Identify the role of the instructor as the manager of the learning environment
2. Explore teaching/learning strategies
3. Identify management techniques to implement CBVE

PROCEDURES FOR COMPLETING THIS MANUAL

1. Review CBVE curriculum development model, page 5.
2. Read the learning steps and resources for each micro-performance objective
3. Complete the activity sheets for each micro-performance objective.
4. Complete the written exam
5. Complete the performance test and review with your school's CBVE resource person.

NOTE: The pages in this manual are color coded. The blue pages are the objectives and micro-performance objective pages; white = information pages; yellow = activity pages; green = answer key pages; salmon = checklist pages; and pink = criterion exam pages.

MICRO - PERFORMANCE OBJECTIVE #1

Identify the Role of the Instructor as the Manager of the Learning Environment

LEARNING STEPS

1. Read Resource #1 for an overview of management.
2. Complete Resource #2 for a self-check on management.
3. Read Resource #3 for information on the instructor's role in a CBVE program.
4. Complete Resource #4 for a self-check on your role in a CBVE program.
5. Go on to MPO #2.

RESOURCES

1. Information Sheet 007-001-001, "CBVE Management," in this guide, pages 8-9.
2. Activity Sheet 007-001-002, "CBVE Management," in this guide, pages 10-11.
3. Information Sheet 007-001-003, "The Role of the Instructor in a CBVE Program," in this guide, pages 12-16.
4. Activity Sheet 007-001-004, "The CBVE Instructor's Role," in this guide, pages 17-19.
5. MPO #2 in this guide, page 20.

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INFORMATION SHEET

007-001-001

CBVE Management*

Management implies planning for the future which sharply contrasts with administration and implies day-to-day reaction to present events. Good management focuses on ends, outputs, and results rather than inputs, activity, or processes. Management justifies its existence and authority by the results it produces.

The instructor/manager must recognize that learning is the education product, and that every act, decision, or deliberation must focus on this product. The instructor wishing to affect learning must be a good manager of information, resources, students, and time. Students must be provided with the right array of materials and experiences at the ideal time in order to produce maximum results.

An ideal instructor/manager recognizes the fact that all students bring to the learning environment varying needs with their need to achieve a sense of competence. This need for competence is met by different students in different ways, but those who achieve a sense of competence on one learning task tend to seek new and more difficult tasks to achieve.

Some instructors operate as though students lack ambition, dislike work, and prefer to be treated in this way so as to avoid responsibility. These instructors find the need to persuade, reward, punish, and control their students so as to have them achieve worthwhile goals. Other instructors operate as though students have ambition and do not dislike work. These instructors do not seek to control students believing that they have appropriate motivation for development and the willingness to direct their efforts toward worthwhile goals. Most instructors operate somewhere between these two extremes, but management theory explains that people (students) will tend to behave according to a manager's expectations. The instructor/manager who expects students to accept personal responsibility for progress, will very likely be rewarded with this expectation being realized.

A CBVE instructional program can maximize student learning, and the instructor/manager who is product oriented will recognize this fact. The instructor/manager also realizes that students have a need to achieve a sense of competence, and that provided with an effectively managed program, they need not be coerced into working toward worthwhile goals.

*Adapted From: Manage Individualized Instruction by Richard A. Adamsky, Penn. Dept. of Ed.

ACTIVITY SHEET

007-001-002

CBVE Management

1. What is the difference between management and administration?
2. List four items the CBVE instructor must be a manager of.

   A.

   B.

   C.

   D.
3. Students tend to behave according to an instructor's expectations. True____ False____
4. The education product is _____.

   A. Information C. Curriculum

   B. Students D. Learning
5. All students bring to the learning environment varying needs. True____ False____
6. A CBVE instructional program can maximize student learning. True____False____

ANSWER KEY

For Activity Sheet 007-001-002

1. Management is planning for the future. Administration is reacting to the present.
2. A. Information
   B. Resources
   C. Students
   D. Time
3. True
4. D
5. True
6. True

DEPT.	PROG	TASK	TPO	MPO
	PTT	007	007	001

INFORMATION SHEET

007-001-003

The Role of the Instructor in a CBVE Program

The instructor is the most important component for success of a CBVE program. The best facilities, equipment, instructional materials and management system are wasted without an effective instructor. The CBVE instructor must provide the interpersonal dimension, which is vital to the success of a program.

The instructor in a CBVE system must function in four general roles: manager, advisor, evaluator, and curriculum developer.

As a manager in a CBVE system, the role of the instructor changes from that of the primary source of information, as in the traditional system, to that of a manager of the learning environment. As a manager, the instructor spends time managing instructional materials, time, tools, equipment, supplies, students, and records.

The instructor guides each student's learning activity. Helping, advising, providing feedback and evaluation as students progress through the learning process becomes his/her role. The instructor must be alert to any problems which may develop on the way to achievement of the specified occupational competencies.

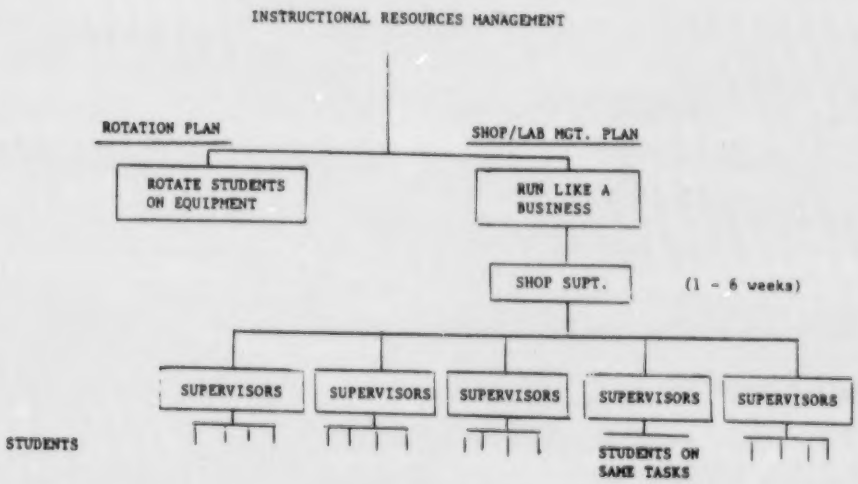
Instead of spending a lot of time lecturing, instructors will find themselves working with students who need help with specific activities. The instructor may introduce a new student learning guide to one student, supervise the practice of another student, while answering a wide range of questions from other students, and monitor the progress of the entire class -- all in a day's time. There are no daily lesson plans or unit plans, but rather, individual learning plans and learning materials which guide instructor/student interaction.

The CBVE instructor introduces each learning guide to each student. This interaction with the student helps clarify what is to be learned, why it is important, how the student will be evaluated, and how much time the student has to master the task.

The instructor should have a daily plan which allows time to supervise and evaluate student practice. Instructors have always identified points at which students must check with them before continuing with a task. These "check points" provide a guard against injury and provide a chance for feedback in the learning process. Managing student practice in a CBVE program differs from traditional group-paced instruction in that more students will be practicing more tasks at a given time and fewer students will be practicing a specific task at one time.

In CBVE, the instructor must also be a manager of instructional materials. It is important that each student has and is using the correct learning materials, tools, equipment, and supplies.

The following organizational chart shows one way of organizing a class. This one makes use of advanced students to work with small groups of other students and operating the lab like a business.



In the role of advisor the CBVE instructor will:

- orient students to CBVE
- assess student's needs relevant to their career goals
- use time management techniques to help students achieve occupational competence

In PTTM #9, you will have the opportunity to learn about orienting students to CBVE. In PTTM # 10, you will develop the skills necessary to develop a student performance contract used to guide each student toward his/her career goals.

Since instructors must operate within fixed time constraints of semesters, weeks, and periods, it is important to make the best use of available time. Essentially, you must decide how the time available to you can be best used to assist your students to individually realize their occupational goal.

Time management can be one of the biggest problems you will face as a CBVE instructor. When students are working at their own pace, you will be called upon to evaluate mastery, demonstrate tasks, explain concepts, counsel, and manage records, tools, and equipment. An effective time management plan will enable you to effectively deal with all of these needs.

Three types of time management plans are useful in a CBVE system. They are: the long range plan, the short range plan, and the daily plan.

The long range plan is developed in the form of a student performance contract. This contract should be based upon the shortest grading period available. Specific tasks will then be mastered in each grading period leading to occupational competency. Contracting is detailed in PTTM #10.

The short range plan is centered around each specific task. Some students will need to have specific times to complete each MPO or activity. In some cases, learning guides may need to be broken down and taught by MPO or learning activity. The student and instructor agree

upon realistic time to complete each task or MPO, and the student is monitored on this basis. Most students will not need such a structured system. They will be able to take a learning guide and work their way through it with only minimal contact with the instructor. Normally, a short range plan will be for a week or less, but it will help the student make the best use of class time. This plan is developed whenever a student begins a new task.

The daily plan is the most structured and detailed. It is developed at the end of class on the day before it is to be put into action. Each class member must make known his/her needs for the next class period. By developing a daily plan, you can reduce the frustration of having several students approach you at one time asking for evaluation or a demonstration. Another favorable feature is the ability to solve simultaneous requests for help or equipment a day in advance. For example, if three students wish to schedule performance checklists using the only piece of equipment available, it is possible to determine who will be evaluated and when. Then with your help, those who must wait can be guided into useful activities the following day.

Once your time management plans are in place, it is important to stick to the plan. Students may initially have some problems anticipating their needs, but with experience, they will learn the valuable skill of anticipating future needs.

The following is an example of a daily time management plan.

Daily Time Management Plan

Date_____ Program_____

Instructor_____ Period_____

Time	Activity	Student	Notes
8-8:10	Daily announcements	All	
8:10	Work on tasks	All	
8:10-8:20	Conference	Tack Hammer	Start new task
8:20-8:50	Supervise lab	All	
8:50-9:10	Product checklist	Bill Smith	Task 007
9:10-9:40	Small group discussion	Betty Bell, Dave Evans, Ben Rose, Rose Juraz	Task 010
9:40-9:50	Supervise lab	All	
9:50-10	Develop new plan/clean up	All	

INFORMATION SHEET

007-001-003 (Continued)

Your role as an evaluator in a CBVE system is critical because each student must demonstrate mastery of each task. You must verify and document mastery of each task for each student. It is important that each student schedule time for evaluation and that you schedule time in your day to record task mastery each day.

Your role as a curriculum developer is detailed out in PTTMs #2 through #6. Remember, you must always be alert for updates, revisions, and methods to improve your instructional materials.

ACTIVITY SHEET

007-001-004

The CBVE Instructor's Role

Answer the following questions without looking back in your manual. Check your answers with the following answer key.

1. In a CBVE system, the instructor is the most important component. True____ False____
2. In a CBVE system, the instructor's role changes from provider of information to manager of the learning environment. True____ False____
3. List four functions of the instructor in a CBVE system.

   A.

   B.

   C.

   D.

4. List seven areas a CBVE instructor must manage.

   A.

   B.

   C.

   D.

   E.

   F.

   G.

5. List three functions within the CBVE instructor's role as advisor.

   A.

   B.

   C.

6. List three types of time management plans.

   A.

   B.

   C.

ACTIVITY SHEET

007-001-004 (Continued)

7. Why is time management important?

_____

8. Which type of time management plan is the most detailed? _____

9. What is your role as an evaluator in a CBVE system? _____

10. What is your role as a curriculum developer in a CBVE system? _____

ANSWER KEY

For Activity Sheet 007-001-004

1. True
2. True
3. A. Manager
   B. Advisor
   C. Evaluator
   D. Curriculum developer
4. A. Instructional materials
   B. Time
   C. Tools
   D. Equipment
   E. Supplies
   F. Students
   G. Records
5. A. Orient students to CBVE
   B. Assess student needs
   C. Use time management techniques
6. A. Long range
   B. Short range
   C. Daily
7. To best assist each student to realize their occupational goals.
8. Daily plan
9. To verify and document task mastery
10. To update, revise, and improve curriculum materials

MICRO - PERFORMANCE OBJECTIVE #2

Explore Teaching and Learning Strategies

LEARNING STEPS

1. Read Resource #1 for information on classroom strategies.
2. Complete Resource #2 for a self-check on classroom strategies.
3. Read Resource #3 for information on learning problems.
4. Complete Resource #4 for practice in solving learning problems.
5. Go on to MPO #3.

RESOURCES

1. Information Sheet 007-002-001, "Classroom Strategies to Improve Instructional Effectiveness," in this guide pages 21-25.
2. Activity Sheet 007-002-002, "Classroom Strategies," in this guide, pages 26-27.
3. Information Sheet 007-002-003, "Discipline and Learning Problems," in this guide, pages 28-34.
4. Activity Sheet 007-002-004, "Learning Problems," in this guide, pages 35-38.
5. MPO #3 in this guide, page 39.

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INFORMATION SHEET

007-002-001

Classroom Strategies to Improve Instructional Effectiveness

Many students complain that their courses are not "relevant" to their needs. They state that the courses bear no resemblance to their intended work nor will the course help them be successful when they do find a job.

In addition to student complaints, student apathy is widespread. In the suburban high schools, attendance is down and many students continue to drop out of school. At the post secondary level, student apathy is not as pronounced as at the high school level; however, the drop-out rate continues to be higher than expected especially for students enrolled in the non-vocational/technical curricula.

Before we discuss strategies to combat the above problems, it is important to consider a few other factors which recently have come to play in the educational scene. With cutbacks occurring at the federal level, declining enrollments, lowered birth rates, and a general unwillingness of the public to pay higher taxes, educators are going to have to change. Instruction is going to have to be tied to accountability. Courses and programs must be responsible for the results produced in the intended learners. Evidence of the outcomes produced in the learners has to be tied to, or a consequence of, instruction.

In response, vocational educators across the country have been implementing competency-based systems which are realistic in terms of job performance and meaningfulness to the student. It provides a basis for teaching courses or programs which are relevant -- which in turn reduces apathy, increases attendance, and reduces drop outs.

The following learning principles and strategies will help you to improve the instructional effectiveness of your competency-based vocational programs.

INFORMATION SHEET

007-002-001 (Continued)

Learning Principles

1. Learning is an experience activated by and occurring within the learner. Learners are not "taught." They become "motivated" to seek newer knowledges, skills, and behaviors.
2. Learning is the discovery of personal meaning and relevancy. Learners more readily accept and use concepts which have meaning to them and are relevant to their needs and problems.
3. Learning is sometimes a painful p.ocess. Changing behavior often requires giving up old, comfortable ways of believing, thinking, and acting.
4. Learning results from experience. People become independent when they have experienced independence, trusting when they have experienced trust, responsible when they have experienced responsibility.
5. Learning is highly unique and individual. Learners develop their own way of learning and solving problems. As they become exposed to the methods of others, they can refine their own skills in order to be more effective.
6. Learning has its richest resource in the learner's self. The learner's background and experiences provides a wealthy resource for problem solving and learning.
7. Learning is both an emotional and an intellectual process. Learners have feelings as well as thoughts. Learning is maximized when learners say that which reflects both what they think and feel.
8. Learning is a cooperative and collaborative process. Helping each other to learn requires a process of interactive interdependence.
9. Learning is an evolutionary process. The ability to be understanding, accepting, trusting, confronting, sharing, helping and evaluating requires a developing, evolving process. It cannot be imposed.

INFORMATION SHEET

007-002-001 (Continued)

Strategies to Improve Instructional Effectiveness

1. Complete a job analysis to identify your course/program competencies.
2. Express your instructional content in terms of measurable student performance objectives.
   A. Statement
   B. Condition
   C. Criteria
3. Assess student progress through the use of criterion referenced measures.
   A. Written criterion exams
   B. Product/performance checklists
4. Personalize your instruction so that attention is paid to individual differences.
5. Make students aware of the competencies they are expected to achieve at the beginning of each course or program.
6. Base student evaluations on demonstrated ability to perform competencies under real or simulated job conditions at a minimum level of performance.
7. Provide recognition to students of competencies previously learned.
8. Place your emphasis on the exit requirements of a program or course and not on prerequisites and entry requirements.
9. Provide frequent and immediate feedback to students during learning and after mastery of each competency.
10. Use reinforcement theory based practices wherein there is an immediate reward for success and no punishment for failure.
11. Provide alternative activities for different learning styles.
12. Base grades upon competencies completed and set standards rather than upon averages and standard curves.

13. Select a strategy that most effectively teaches in the shortest time and still:
    A. allows the student to perform most closely to the real life situation.
    B. Is feasible, practical, and affordable
14. Move from general to specific - how to why
15. Spark interest by letting students learn something they want to learn first
16. Use flow charts to determine and visually show logical sequencing of tasks
17. Teach a sequence of tasks resulting in a completed skill. If students must leave the program early, they can have a completed skill -- not fragments of many skills.
18. Teach the "need to know" or most frequently used skills first, then teach the "nice to know" skills.
19. Allow each student to experience success based on his/her own skills and abilities.
20. Look for abilities, not disabilities.
21. Establish short- and long-term goals for each of your students based on their ability and continued progress.
22. Provide a variety of learning activities, and do not be afraid to vary them for different students. Everyone does not learn the same way. There are a variety of ways that people perceive and process information. You must be aware of them and alter your teaching strategies to meet the needs of each individual.
23. Use peer assisted learning when appropriate.
    A. Encourage it whenever you see it.
    B. Arrange it with such comments as "Why don't you ask Dave to show you how to do that." or "Pam, would you help Joel do this task?"
    C. Make sure the person helping has already mastered the task.
    D. Make sure that completed work always meets the standards of mastery for the task.

E. This helps both learners by reinforcement for the teacher and reduces stress for the learner.

24. Use student conferences regularly.

A. This allows students to evaluate their own progress.

B. This allows the instructor to discuss specific strengths and weaknesses of each student.

C. It creates a one-to-one dialogue and opens channels of communication.

25. Use groups where appropriate.

A. Some students learn better from group presentations/discussion.

B. Some students work better in small groups of two or three.

C. Some concepts, skills, attitudes, and problem solving are best taught in a group setting.

26. Integrate the affective domain of skills, attitudes and knowledge into your class.

A. Students need generalizable skills as well as specific skills.

B. Coping skills, transition skills, and problem solving skills are becoming more important with the rapid changes in technology and society.

27. Use media where it is appropriate. Demonstrations on a flip chart or video tape can be an effective tool.

Remember, CBVE is not dependent upon any single instructional strategy. Any strategy that will assist the student to attain the desired competency is appropriate. Lectures, group demonstrations, or group discussions may be just as effective as self-paced (or individualized) instruction. The goal remains, mastery of tasks by students.

ACTIVITY SHEET

007-002-002

Classroom Strategies

Answer the following questions without looking back. Check your answers with the following answer key.

Solving Problems with CBVE*

PROBLEM	CBVE SOLUTION
1. The bright student becomes bored in a group situation and cannot move ahead.	
2. The teacher and students become "locked in" a learning situation. No flexibility is allowed in the program.	
3. The student has to guess how to perform in order to make a passing grade.	
4. The student becomes tired of simply reading in a textbook or listening to the teacher.	
5. The student must stay in the class the entire school year, even though he/she could finish the course requirements in seven months	

ANSWER KEY

For Activity Sheet 007-002-002

Model Answers:

1. The student may progress at his/her own rate.
2. A modular instructional approach allows for a greater degree of freedom and flexibility.
3. The student knows in advance what level of performance he/she must achieve.
4. Students use a variety of instructional materials and learning activities.
5. The program may operate on an open-entry/open-exit basis. The program should also provide for opportunities for advanced study of the work skills.

* Used with permission from "What is Competency-Based Vocational Education (CBVE?" booklet, developed by the Division of Vocational-Technical Education (DVTE), Maryland State Department of Education.

INFORMATION SHEET

007-002-003

Discipline and Learning Problems

Your goal as an instructor is to find the most effective way to help each of your students learn. We have already looked at some learning principles and strategies. Two other areas have a large impact on the classroom. We can divide these into discipline and learning problems.

Example Discipline Problems

1. Poor attendance
2. Students who are disruptive
3. Students who display a negative attitude toward you or their classmates
4. Students who refuse to follow safety rules or program policies

Examples Learning Problems or Difficulties

1. Students with physical or mental handicaps
2. Students with reading and/or comprehension difficulties
3. Students lacking motivation and/or self-directiveness
4. Students who feel pressure to succeed
5. Students who have medical problems

One of your many roles as an instructor is to diagnose and determine the probable problem with some of your students. With recognizable symptoms, your diagnosis may be easy. At other times, you will only know that "something is wrong."

Problem Solving Steps

The following steps are designed to help you identify and diagnose a problem.

1. Identify the symptoms
2. Identify and define the problem
3. Identify possible causes of the problem
4. Isolate the causes of the problem

5. Seek additional help from counselors and learning specialists to confirm your findings
6. Develop alternative actions you might take to solve the problem
7. Explore consequences of your courses of action
8. Implement a course of action
9. Evaluate your results and make necessary changes or recommendations

After you have determined that a problem is a discipline or learning problem, use an appropriate response (such as the following) to curtail the problem. Remember, discipline or learning problems can often be related. Often, having one of these problems can cause the other.

Coping with Discipline Problems

Once you have diagnosed a student's problem, you have made a big accomplishment. However, you still have to find methods of effectively dealing with the problem. Discipline problems are handled differently than learning problems so each will be discussed separately. Follow these three steps when coping with discipline problems. Each are discussed in more detail following the outline.

STEP #1	Discuss the situation with the student
STEP #2	Make a plan for correction of the problem with the student
STEP #3	Follow up on your plan

Additional possible steps especially for high school students

STEP #4	Contact the parents of the student
STEP #5	Discuss attendance with the local school guidance and attendance personnel
STEP #6	Discuss the problem with special needs personnel

STEP 1: Discuss the Situation with the Student

A. You should have already been visiting with the student when diagnosing a problem. You must visit again with the student now so that he/she is fully aware there is a problem.

B. You must tell the students in your program about your specific expectations. During your visit, remind the student of these expectations. Point out where he/she has failed to meet your expectations.

STEP 2: Make a Plan for Correction of the Problem with the Student

A. When the student has agreed that a problem exists, make a plan with him/her stating how the problem will be corrected. Your plan should identify the following:

1. The date of your discussion
2. What the problem is
3. What the student will do to correct the problem
4. What you will do to help the student correct the problem
5. Time lines or due dates
6. The course of action to be followed if the problem is not corrected
7. Both of your signatures, noting acceptance of the plan

B. Document your plan

C. File the plan in the student's folder

STEP 3: Follow Up Your Plan

A. This is a very important step in correcting the problem. Check with the student frequently to see that the agreement is being followed. Depending on the severity of the problem and the length of your time lines, you may need to check with the student each hour. Other plans will require that you check daily or weekly.

B. Reinforce the student positively when he/she is sticking to the plan. This will encourage the student to continue correcting the problem and let him/her know you are truly concerned about the success of the plan. If the student is not following the plan, redirect his/her activities to the course of action you have outlined.

Discipline Follow-Up

A. For many discipline problems, the discussion, plan and follow up will be enough. However, what about students who continue to have difficulties?

B. Now is the time to involve other resources if you have not already done so.

C. Remember you have many other students who cause no problems but still need and deserve your time. You must not allow your time to be totally consumed by students having difficulties, since other resources are available to assist you. However, you cannot simply "write off" a student with a problem.

Some Helpful Hints on Discipline Problems

A. Discuss the problem with your students in terms of a business situation. Would a boss approve of loud talking, playing cards, reading personal matter, etc?

B. Even in times (and admit that there may occassionally be) when one is not busy for a few minutes, in a business you try to look busy.

C. Ask for their coorperation when implementing new control procedures.

D. Assign desks -- usually done in business

E. Try to break up chatty combinations

F. Make them accountable to be at their station unless they are on a terminal or in an LRC.

G. When you are in the classroom or laboratory, circulate. You can answer student questions just as easily at their desk or station. This does not mean that every minute

you are to be walking around, but those occassional spot checks can really improve classroom or laboratory attentiveness.

H. Reflect poor behavior on grades. Students who goof off and are still smart enough to complete tasks should not be rewarded with "A" and "B" grades no matter how much they accomplish. Things like initiative, cooperation, and dependability are areas which should be averaged into a student's grade.

Warn students that their grade can be affected by behavior.

For learning problems or difficulties you have identified, you will need to either modify your materials and adapt them to your students' needs or change the teaching/learning situation.

When modifying CBVE materials for special needs students, one thing we do not do is lower the standards. If they must tune an engine in 2 hours, we expect them to do it in 2 hours. We do allow them to take as much time as necessary to learn each task. Let's look at some things you can do besides modifying your materials.

1. Allow special needs students and others to work together.
2. Provide feedback on a daily basis.
3. Provide alternate learning experiences for the tasks:
   A. Extra demonstration by instructor
   B. Film or A/V demonstrations or explanations
   C. Reading (limited value for many)
   D. Extra practice
   E. Assistance by peers
   F. Assistance by instructor
   G. Work in small groups
4. Base learning on real world situations and equipment with a lot of hands on.

INFORMATION SHEET

007-002-003 (Continued)

In a traditional classroom, the special needs student can be very disruptive. With CBVE, there are very few disruptions; yet many will demand a lot of attention, much of which you can give them.

DO NOT treat these special needs students as "different," and DO NOT talk or work with them in a condescending manner.

Most of the time, you would not modify the SLG. You will just provide more alternatives which will meet the needs of most of your students. We've found with some students that a simple orientation each day along with a list of what they should do help to keep them on target.

The following is helpful:

1. On an individual basis, ascertain the student's capabilities, limitations, and handicaps. For reading, the San Diego Quick assessment could be used. If they miss 3 out of 10, consider them to need help. Use of the Fry quick method can also be helpful.
2. Try to communicate better with the students.
3. Break the material down to its simplest form.
4. Sequence the material.
5. Provide a lot of positive, success-oriented feedback to the student.
6. Compliment the student as much as possible, such as "good job," "you're doing great," etc.
7. Orally evaluate the students until they can complete written tests.
8. Keep written tests to a minimum.
9. Provide a lot of hearing experiences. Some schools have developed special audio tapes for some students.
10. Do not use one textbook. Use many references and select them on different reading levels. For nursing assistant and automotive some schools even use special comic-type books for some severely learning disabled students.

11. Establish time lines and due dates for tasks to be completed. (For some students, use a contract signed by all appropriate parties.)
12. Send textbooks or references home with students and have parents, grandparents, friends, or spouses read to them.
13. If a student is TMH, give all directions verbally.
14. For math deficiencies, especially for students in welding and machine trades, provide some remediation for the first quarter.
15. Read the materials to the student and give oral explanations.
16. If your school or college has a resource room, prepare a vocabulary list which your special needs people, and those in the resource room, can use with the student.
17. If you modify a guide, send it to the resource room.

    NOTE: It is important to remember that we are not trying to teach lower reading ability students how to read but, rather, how to compensate for their deficiencies.
18. The first thing you try may not work. Try the next item on your list.

When modifying student learning guides and materials , use the above information. In addition:

1. If a lot of reading, prepare audio tapes.
2. Assign MPO by MPO to make sure the students have learned it.
3. Monitor and evaluate completion times and then recontract to estimate the individual time. Speed of completion should be monitored carefully.
4. Prepare student learning guides which are very simple and refer students to the teacher constantly.
5. Eliminate written tests; use oral tests.

ACTIVITY SHEET

007-002-004

Discipline and Learning Problems

Complete the following questions without looking back in this manual. Check your answers with Answer Key 007-002-004.

1. List three examples of discipline problems.

   A.

   B.

   C.

2. List four examples of learning problems or difficulties.

   A.

   B.

   C.

   D.

3. What are the sequential steps in solving a discipline problem?

   A.

   B.

   C.

   D.

   E.

   F.

   G.

   H.

   I.

ACTIVITY SHEET

007-002-004 (Continued)

4. What are four things you can do to help students, besides modifying your materials?

   A.

   B.

   C.

   D.

5. What are five things you can do to modify student learning guides for students with learning problems?

   A.

   B.

   C.

   D.

   E.

ANSWER KEY

For Activity Sheet 007-002-004

Discipline and Learning Problems

The following are the correct answers to the questions on discipline and learning problems. If you have any questions, look back at Information Sheet 007-002-003.

1. List three examples of discipline problems.

   A. Poor attendance

   B. Students who are disruptive

   C. Students who display a negative attitude toward you or their classmates

2. List four examples of learning problems or difficulties.

   A. Students with physical or mental handicaps

   B. Students with reading and/or comprehension difficulties

   C. Students lacking motivation and/or self-directiveness

   D. Students who feel pressure to succeed

3. What are the sequential steps in solving a discipline problem?

   A. Identify the symptoms

   B. Identify and define the problem

   C. Identify possible causes of the problem

   D. Isolate the causes of the problem

   E. Seek additional help from counselors and learning specialists to confirm your findings

   F. Develop alternative actions you might take to solve the problem

   G. Explore consequences of your courses of action

   H. Implement a course of action

   I. Evaluate your results and make necessary changes or recommendations

ANSWER KEY

For Activity Sheet 007-002-004 (Continued)

4. What are four things you can do to help students, besides modifying your materials?

   A. Allow special needs students and others to work together

   B. Provide feedback on a daily basis.

   C. Provide alternate learning experiences for the tasks

   D. Base learning on real world situations and equipment with a lot of hands on.

5. What are five things you can do to modify student learning guides for students with learning problems?

   A. On an individual basis, ascertain the student's capabilities, limitations, and handicaps.

   B. Try to communicate better with the students.

   C. Break the material down to its simplest form.

   D. Sequence the material

   E. Provide a lot of positive, success-oriented feedback to the student.

MICRO - PERFORMANCE OBJECTIVE #3

Identify Management Techniques to Implement CBVE

LEARNING STEPS

1. Read Resource #1 for information on how to implement CBVE.
2. Complete Resource #2 for a self-check on implementation.
3. When you feel ready for evaluation, contact your school's CBVE resource person and complete Resource #3.

RESOURCES

1. Information Sheet 007-003-001, "Implement CBVE in Your Classroom," in this guide, pages 40-46.
2. Activity Sheet 007-003-002, "Implement CBVE," in this guide, pages 47.
3. Written Exam Task 007. Contact your school's CBVE resource person, pages 48-52.

DEPT.	PROG	TASK	TPO	MPO
	PTT	007	007	003

INFORMATION SHEET

007-003-001

Implement CBVE in Your Classroom

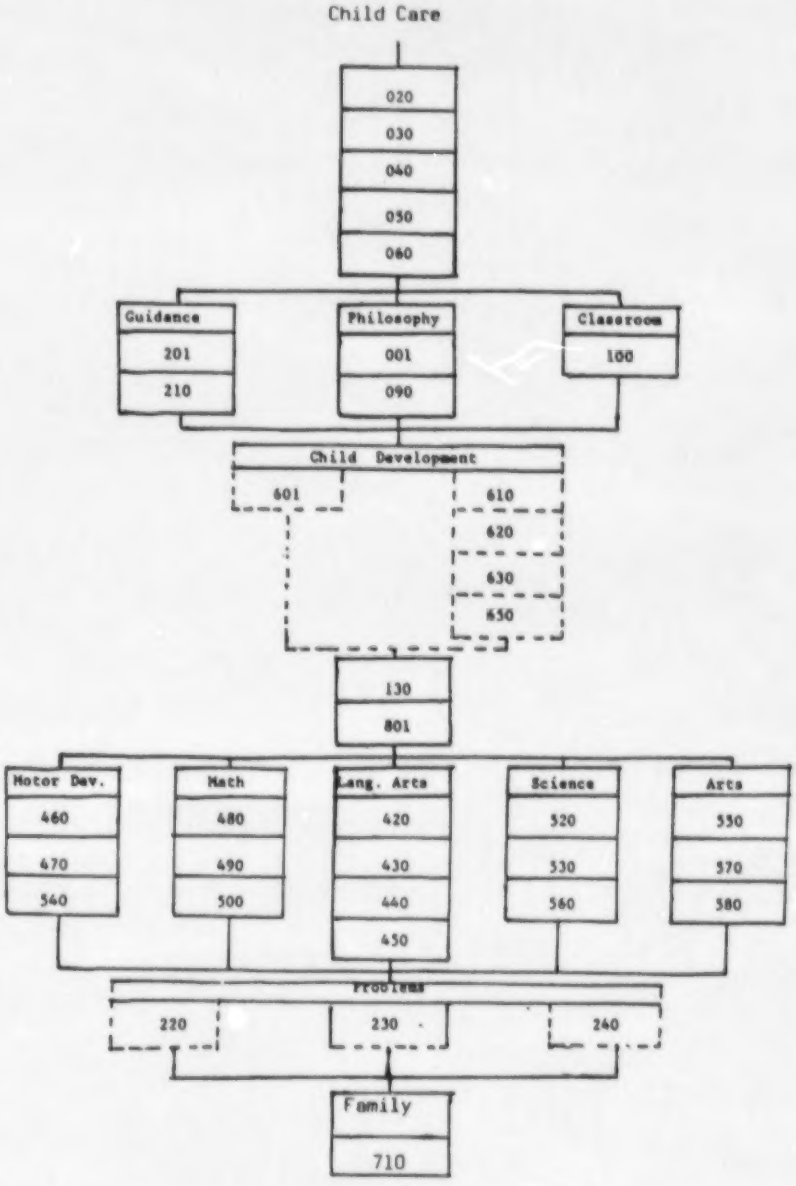
With the recent move toward a regional delivery system for vocational education, CBVE has become an important tool for communication within a region. Using CBVE techniques, a region, school, or program can provide students with:

1. A common task list
   - Tasks in a program will be the same for all students in the region
   - Students can move between schools with assurance that they will not have to repeat tasks or competencies already mastered
   - Curriculum development can be spread among a number of instructors
2. Common objectives
   - All students are learning the same tasks under the same conditions set by the local regional labor demands
3. Common standards
   - All students are expected to perform at the same level which is set by local advisory committees.
   - Students are evaluated against these standards and not on how well they do when compared to the group.
4. Orientation level courses, basic skill courses, and skill level courses can be taught by the best qualified in a region.
5. Job specific skill training can be taught by high schools, area vocational centers, community colleges, or through on-the-job training sites in local business and industry.
6. Flow charts can graphically depict to the students in a region how they can move from orientation level programs like Illinois Plan for Industrial Education to basic vocational programs to the area vocational center or community college where high tech skill level

courses are taught like Education for Technology Employment (ETE).

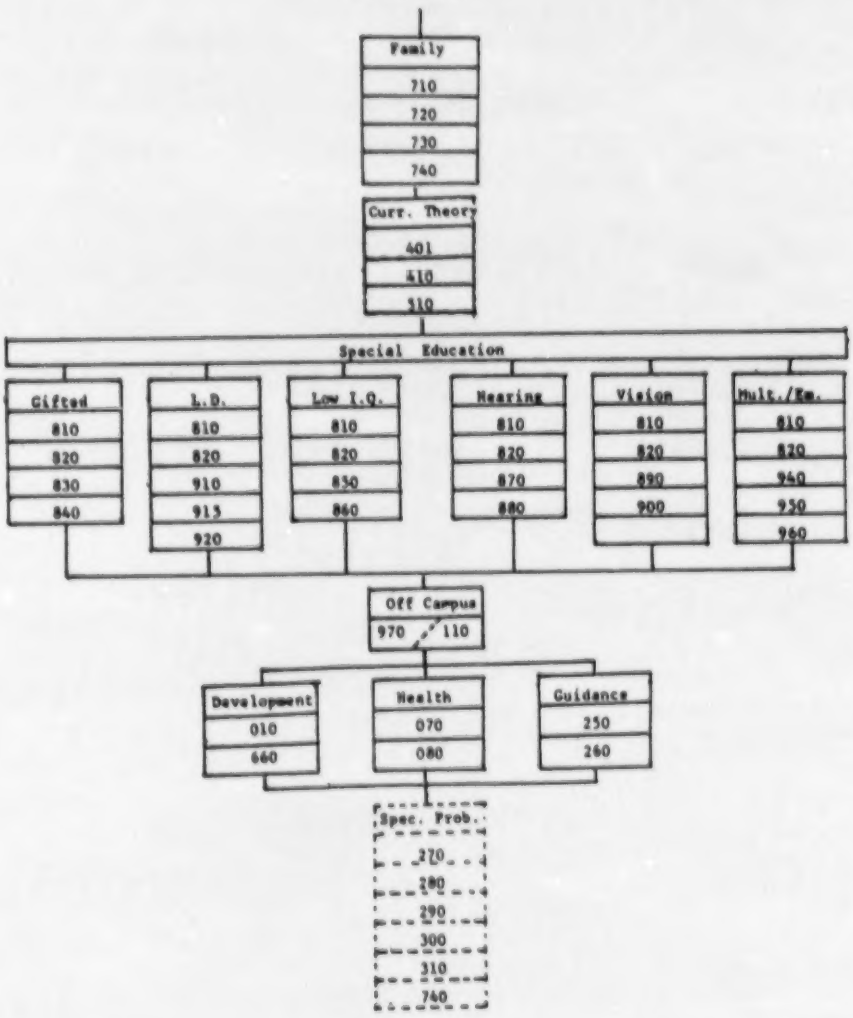
By using the above, the channels of communication are opened up for the educational community. This results in increased benefits for students by providing them with access to efficient, high quality vocational programs.

Example Flow Chart



DEPT.	PROG	TASK	TPO	MPO
	PTT	007	007	003

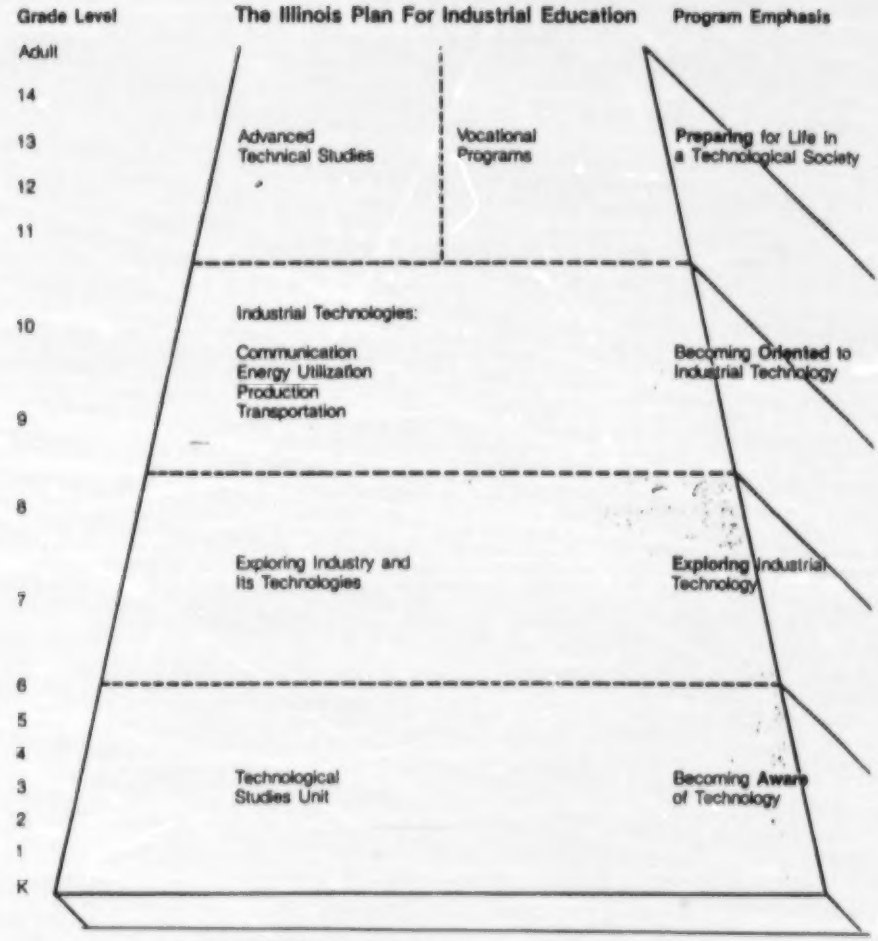
Example Flow Chart



DEPT.	PROG	TASK	TPO	MPO
	PTT	007	007	003

Description of the Illinois Plan

The Plan is organized into four levels for Industrial Education beginning with Kindergarten and continuing through adult life. The model below graphically describes the Illinois Plan.



The following are some strategies for implementing CBVE in various types of school environments.

High Schools

- Reduce the amount of time spent on lectures
- Develop a task oriented CB curriculum
- Integrate psychomotor activities with classroom activities -- short lectures with "hands on" experiences
- Integrate academic programs with vocational programs -- for english or writing classes, develop manuals or information describing projects completed in vocational program. Then translate into a foreign language and set up an international marketing company.
- Use extended lab time one or two days a week to allow for extra practice. Use computers for scheduling and monitoring progress of this extra time. Research has shown that the time increase is better than 50 minutes a day for five days a week.
- Set deadlines and due dates for student work.
- Add enrichment activities to SLGs.
- Rotate students in the lab by availability of equipment.
- Provide group as well as individual activities.

AVCs

- Eliminate classes and semesters.
- Combine juniors and seniors.
- Use peer tutoring.
- Allow students to proceed at their own pace.
- Break programs into tasks by job title.
- Provide small group discussion sessions.

- Provide mini (5-10 minute) lectures
- Stress the affective skills such as:

  work ethic

  problem solving

  transition/coping skills
- Use A/V materials for demonstrations

Community Colleges

- Use open labs to increase lab time 8-12 hours/day.
- Allow for extra study time.
- Use tutors.
- Tie lectures to lab activities and reduce lecture time and combine with lab time.
- Increase the amount of task oriented A/V (do not tape your lectures).
- Tie A/V materials to psychomotor tasks.
- Allow for practice before evaluation, and do not help the student during evaluation.
- Expand the amount of lab time so that at the end of each week, all students are together.
- Sign up students for shorter periods of time. Adult learners often do not want to return to school for a semester if they only need to learn 10-15 tasks.
- Require attendance for X number of weeks and X hours/week.
- If your program is individualized, monitor who falls behind, and help them back on track.

ACTIVITY SHEET

007-003-002

Implement CBVE

Answer the following questions without looking back in your manual. Check your answers against Information Sheet 007-003-001.

1. List three advantages to having common task lists in a region.
2. List three advantages to having common objectives and standards in a region.
3. Why use flow charts for an individual program? Regional program?
4. List five strategies for implementing CBVE in a high school.

   List five strategies for implementing CBVE in an area vocational center.

   List five strategies for implementing CBVE in a community college.

PROGRAM Professional Teacher Training

CRITERION EXAM

TASK # 007

DIRECTIONS:

THE PURPOSE OF THIS EXAM IS TO DETERMINE WHETHER OR NOT YOU HAVE UNDERSTOOD THE INFORMATION ON Identifying Management Techniques to Implement CBVE.

Each of the questions or incomplete statements below is followed by several words, phrases, or a series of numbers. Choose the one which best answers the question or completes the statement correctly. Place the letter associated with that choice (A, B, C or D) in the numbered blank space on your ANSWER SHEET. DO NOT WRITE ON THIS TEST! To master this exam you must answer 27 **out of** 30 **items correctly, (** 90 **%).**

WRITTEN EXAM

007

1. Students tend to behave according to an instructor's expectations. True___False___

2. Management implies planning for the future. True___False___

3. Administration implies the day-to-day reaction to present events. True___False___

4. The education product is _____.

   A. Information
   B. Students
   C. Curriculum
   D. Learning

5. The instructor must be a manager of _____.

   A. Information
   B. Students
   C. Resources
   D. All of the above

6. All students bring to the learning environment the same needs. True___False___

7. A CBVE instructional program can maximize student learning. True___False___

8. The most important component to the success of a CBVE program is the _____.

   A. Curriculum
   B. Instructor
   C. Student
   D. Resources

9. In a CBVE system, the instructor is the primary source of information. True___False___

10. In a CBVE system, the instructor is a manager of the learning environment. True___False___

11. In a CBVE system, the instructor is the _____.

   A. Curriculum developer
   B. Evaluator
   C. Manager
   D. All of the above

12. Time management is important to the CBVE instructor so he/she may best assist each student to realize his/her occupational goals. True___False___

DEPT.	PROG	TASK	TPO	MPO
	PTT	007	007	003

13. To verify and document task mastery, the CBVE instructor functions as an _____.

A. Advisor
C. Evaluator
B. Curriculum developer
D. Manager

14. To update and revise instructional materials, the CBVE instructor functions as a _____.

A. Advisor
C. Evaluator
B. Curriculum developer
D. Manager

15. To assess student needs and orient students to CBVE, the CBVE instructor functions as an _____.

A. Advisor
C. Evaluator
B. Curriculum developer
D. Manager

16. It is important to orient each student to the learning guide. True___False___

17. The student performance contract is an example of the _____ time plan.

A. Long-range
C. Weekly
B. Short-range
D. Daily

18. The time management plan centered around a specific task is an example of the _____ plan.

A. Long-range
C. Weekly
B. Short-range
D. Daily

19. The most structured and detailed time management plan is the _____plan.

A. Long-range
C. Weekly
B. Short-range
D. Daily

20. Poor attendance is an example of a discipline problem. True___False___

21. A student with reading difficulties is an example of a learning problem. True___False___

22. Learning problems and discipline problems are often related. True___False___

23. When dealing with a discipline problem, you should discuss the problem with the student, make a plan for action, and follow up on the plan. True___False___

Match the following five problems with the correct CBVE solution by writing the letter of the solution by the problem.

24. ____ The bright student becomes bored in a group situation and cannot move ahead.

25. ____ No flexibility is allowed in a learning situation.

26. ____ The student has to guess what he/she must perform or know in order to make a passing grade.

27. ____ Information is presented either by reading a textbook or by listening to the instructor lecture.

28. ____ The student must stay in the class the entire school year, even though he/she could finish the course requirements in less time.

A. Students use a variety of instructional materials and learning activities.

B. The student may progress at his/her own rate.

C. The student knows in advance what level of performance he/she must achieve.

D. A modular instructional approach allows for a great degree of freedom and flexibility.

E. The program may operate on an open-entry/open-exit basis with opportunities for advanced studies.

29. When modifying CBVE materials for students with learning problems, you may need to lower the standards for mastery. True___False___

30. In a CBVE system, the amount of time it takes to learn is the variable. True___False___

ANSWER KEY

For Written Exam 007

1. True
2. True
3. True
4. Learning
5. All of the Above
6. False
7. True
8. Instructor
9. False
10. True
11. All of the Above
12. True
13. Evaluation
14. Curriculum Developer
15. Advisor
16. True
17. Long-range
18. Short-range
19. Daily
20. True
21. True
22. True
23. True
24. The student may progress at his/her own rate.
25. A modular instructional approach allows for a great degree of freedom and flexibility.
26. The student knows in advance what level of performance he/she must achieve.
27. Students use a variety of instructional materials and learning activities.
28. The program may operate on an open-entry/open-exit basis with opportunities for advanced studies.
29. False
30. True